

IN THE NAME OF ALLAH



Dr. Abdullah M. M. Ali Shaghi, Assistant Professor of
Linguistics, English Department, Zabid-College of Education,
Hodeidah University

Introduction to Language 2

A Simplified Course-Book

This Simplified Course-Book Introduction to Language 2 (221ج /E221), focuses on teaching elementary concepts, terms and knowledge about the introduction to the scientific study of language, concentrating on elementary Morphology and Syntax. to the 2nd Year-English-B.Ed. students, of the year 2015-2016, 2nd semester 2015-2016, in the English Department, Zabid-College of Education, Hodeidah University, Yemen.

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Section 1: Welcome to Introduction to Language 2, a Simplified Course-Book

The Introduction to Language 2, a Simplified Course-Book focuses on teaching elementary concepts, terms, and knowledge about the introduction to the scientific study of language. It concentrates on teaching English Morphology and Syntax to the 2nd -Year-English-B.Ed. students of the year 2015-2016 in their 2nd semester 2015-2016, in the Department of English, Zabid-College of Education, Hodeidah University. The author and lecturer of this simplified course-book is Dr. Abdullah M. M. Ali Shaghi, an Assistant Professor of Linguistics, Ph.D. in Linguistics, from Aligarh Muslim University (A.M.U.), U.P., India, 2010; M.A. in Linguistics from JNU, New Delhi, India in 2006, and B.Ed. in English from Hodeida University (HU) in 1996.

Whereas the first simplified course-book **Introduction to Language I (219 /E219)** covered areas like elementary phonetics and phonology, this Simplified Course-Book **Introduction to Language 2 (221ع /E221)**, covers elementary Morphology and Syntax. Thus, it considers as preparing the students for more advanced courses on Morphology and Syntax in the third year of their study. In other words, the simplified course-book **Introduction to Language 2**, like the previous simplified course-book **Introduction to Language I**, also aims at developing the Yemeni students' awareness of how the English Language as a foreign language in Yemen (especially in Tihamah of Yemen, Zabid city, Zabid College of Education, Hodeidah University) is structured and operates. The Yemeni students will study some important terms and facts about language in general and especially English and Arabic. In the previous work you have studied the properties of the human language that make it unique and uniquely powerful in studying the human mind, the characteristics of human language that make different from the animal

communication, as well as the introductory aspects of the sounds of English as well as Arabic and their patterns (phonetics and phonology). In this course, you are going to study an introduction to language including the scientific study of language (Linguistics), concentrating on Elementary Morphology and Syntax of English.

The author organizes this **simplified course-book** in fifteen sections: Section 1 introduces, “Welcome to the Introduction to Language 2, a Simplified Course-Book”. Section 2 asks, “Why Do People Study Language?” Section 3 represents Linguistic knowledge. Section four deals with Language Universals. Section 5 discusses the topic of “On the Origins of language.” Section six deals with Language and Thought. Section seven deals with Language and Brain. Section eight deals with Language in Education. Section nine deals with Linguistics = Thinking about Language. Section 10 deals with Language and Linguistics. Section 11 introduces Elementary Morphology and Syntax. Section 12 shows Some Differences in English-Arabic Morphology and Syntax. Section 13 discusses Functions of Language. Section 14 deals with Child Language Acquisition (CLA): Developmental Process. Section 15: Simplified Workbook with Answers. In the final pages, the author provide Bibliography and Appendix of Previous Exam Questions Papers.

Most important themes of this simplified course-book include the language universals, the language origins, the language and thought, the language and linguistics, the connections between linguistics and other disciplines, the relationship between language and brain, the elementary Morphology and Syntax (English and Arabic), the language functions, and the role of nature and develop in child language acquisition.

By taking this simplified course-book, students should learn:

- To see beyond widely held myths (traditions/backgrounds) about language;
- To gain specific knowledge of the subfields in linguistics and prepare for other simplified course-books;
- To understand traditional grammatical terminology, as well as its motivation and limits; and
- To see connections between linguistics and other disciplines.

Textbook

Victoria Fromkin, Robert Rodman and Nina Hyams, *An Introduction to Language* (9th edition 2011).

Reading

Yule, George (2006). *The Study of Language: An Introduction*. Cambridge: Cambridge University Press. Ch. 1-2

Kortmann, Bernd (2005). *English Linguistics: Essentials*. Berlin: Cornelsen Verlag. Ch. 1.

Finegan, Edward (2004). *Language: Its Structure and Use*. Fort Worth: Harcourt Brace College Publishers. Ch. 1.

Advanced Reading

Bauer, Laurie & Trudgill, Peter (Eds.). (1998). *Language Myths*. London: Penguin.

4 5

Herrmann, Christophe & Fiebach, Christian (2004). *Gehirn & Sprache*. Frankfurt a. M.: Fischer.

Pinker, Steven (1994). *The Language Instinct*. London: Penguin.

Course Requirements

Mid-term Exam: %45

Final Exam: %105

Examinations

There will be TWO examinations. Each examination will focus primarily on the material, which the lecturer has covered since the previous examination. There will be a cumulative final examination given during the final examination period.

Participation and Attendance

Participation includes regular attendance, preparation of class materials and readings, and active involvement. Come to class prepared! You have to do a complete introductory reading before you come to class. Think about what you are learning, and be ready to participate when you come to class. Ask questions! Please ask if you do not understand or even if you do. If you are having any trouble or if you just want to discuss specific issues make an office appointment or see me after class. Attend class! Attendance is important to understanding the material since we will try to go beyond the textbook material in our class discussions. If you are going to miss class for a good reason, it is a good idea to let

me know ahead of time if possible. You are responsible for contacting me and making up missed material if you are absent.

Attendance Policy

The lecturer strongly advises for regular attendances. Only officially, recognized absences the lecturer will excuse. He has to record excused absences within one week.

Acknowledgments

The author of this simplified course-book would like to thank all of those (colleagues and students) who have invest time and effort into this project. This simplified course-book would not have been possible without them.

The production of this simplified course-book was with the following open source program: (archive.org). Students and interested readers can find the author's own uploads in the link: (https://archive.org/details/@dr_abdullah_shaghi).

Section 2: Why Do People Study Language?

What it has been attested in literature by linguists is that people find the subject of language interesting and worth studying for many different reasons; for instance, language can be used as a way of finding out more about the following:

1. **Psycholinguistics:** Psycholinguistics refers to how our brains work, investigating how children learn language, or how damage to our brains results in certain kind of language disorders;
2. **Applied Linguistics:** Applied Linguistics refers to how to learn and to teach different languages;
3. **Philosophy:** Philosophy is the relationship between meaning, language and perception;
4. **Anthropology:** Anthropology is the role of language in different cultures;
5. **Stylistics:** Stylistics refers to the styles of language used in literature;
6. **Sociolinguistics:** Sociolinguistics refers to the different varieties of language people use, and why there are linguistic differences between different groups; and
7. **Artificial Intelligence:** Artificial Intelligence refers to how to make computers more sophisticated.

Section 3: Linguistic knowledge

Linguistic knowledge entails the ability to produce certain sounds that have certain meanings and to understand the sounds made by others. There are several points to take into consideration about *Linguistic knowledge* that are as follows:

- (1) **Linguistic knowledge** is subconscious;

- (2) **Linguistic knowledge** involves: (a) sounds, (b) words, and (c) sentences.
- (3) **The Relationship between form and meaning** is arbitrary (not iconic).
- (4) **Sound Symbolism (onomatopoeic)**: The pronunciation shows the meaning (e.g., splash, bang, hiss, etc.).
- (5) **Competence vs. Performance**: Competence vs. Performance refers to what we know vs. the actual use of language.
- (6) **Descriptive vs. Prescriptive**: Descriptive vs. Prescriptive refers to how language is vs. how language should be.
- (7) **Language Universals**: Language Universals refers to the components that one sees in all languages.

Section 4: Language Universals

According to Michael Krauss (Stephens: 1993), there are 6,000 dialects, give or take 10 percent, that are still spoken in today's world. Although one cannot be sure that all of these languages exemplify each one of the language universal, in general, linguists agree that languages contain many of the same organizing principles. The following list offers an idea of some **universal facts** about human language (Diaz-Rico & Weed: 1995):

- (1) Where humans exist, language exists.
- (2) There are no 'primitive' languages. All languages are equally complex and capable of expressing an idea.
- (3) Every normal child, born anywhere in the world, of any racial, geographical, social, or economic heritage, is capable of learning any language to which he or she is exposed.

- (4) The relationships between the sounds and meanings of spoken languages or gestures and meanings of sign languages are, for the most part, arbitrary.
- (5) All human languages use a finite set of sounds or gestures that are combined to form meaningful elements of words than then combine to form an infinite set of possible sentences.
- (6) Every spoken language uses discrete sound segments and has vowels and consonants.
- (7) Speakers of any language are capable of producing and comprehending an infinite set of sentences.
- (8) All grammars contain rules for the formation of words and sentences.
- (9) Every language has a way of referring to past time; the ability to negate; the ability to form questions; issue commands; and so on.
- (10) Semantic universals, such as 'male' or 'female,' are found in every language of the world.
- (11) All languages change through time.

Section 5: On the Origins of language

There is long tradition of speculating about the origin of language. Most of this was and is unscientific, as it does not apply stringent principles of historical continuity and interrelations.

Modern man has existed for about 200,000 years and after 50,000 BC language had developed all the structural properties which are characteristic of it today. Language is an evolutionary phenomenon, which is continually adapted to the communicative needs of its speakers.

The organs of speech are biologically secondary but their rise has led to a specialization such as the great flexibility of the tongue or the relatively deep larynx which distinguishes humans from higher primates [= an animal order including lemurs and tarsiers and monkeys and apes and human beings].

(**Source:** Raymond Hickey the Neat Summary of Linguistics p. 3)

Section 6: Language and Thought

1. Language and Signs

Language is a communication system that makes use of three types of sign. (A sign is a form (verbal or non-verbal) that represents a certain meaning.

1.1. Three Types of Signs:

1.1.1. **Index or Symptom:** symptomatic signs spontaneously convey the internal state or emotion of the sender. e.g. fever → illness; raising your eyebrows → surprise;

Exercise: Can you think about any linguistic example?

1.1.2. **Icon:** An icon provides a visual, auditory or any perceptual image of thing the form stands for e.g. onomatopoeic words (i.e. sound-imitation words, e.g. bow-wow for “dog barking” in English), “ ♀ ”

1.1.2.1 **Emoticons:** Emoticons are string of symbols representing body language in text-based communication. Emoticons are string of symbols representing body language in text-based communication. Emoticons represent the following two major

groups:

1. Emotional-Attitudinal Emoticons that provide emotional information and represent:
 - 1.1. Emotional-Attitudinal Emoticons: Facial Expressions, and Objects, Peoples, Animals
 - 1.2. Emotional-Attitudinal Emoticons: Action, and Appearance
2. Pictorial emoticons are simple pictures made with keyboard characters that do not convey non-verbal information. All these are illustrated in the following tables 1, 2 and 3:

(1.1) Emotional-Attitudinal Emoticons	
Facial expressions	Objects, peoples, animals
:-) MEANS happy, smile : -(MEANS sad : -D MEANS hearty laughing : - { MEANS angry ; -) MEANS wink : *(MEANS crying softly : -e MEANS disappointed : -o or 8-o MEANS shocked, amazed %) or : -s MEANS confused :) MEANS embarrassed : -T MEANS keep a straight face : -/ MEANS skeptical x:-/ MEANS uncertain =:-O MEANS scared	0: -) MEANS angel >:-> MEANS devil @>--;-- MEANS a rose O>-< hands up [] friendly hugs »»—(˘•˘)—» pierced heart

(1.2) Emotional-Attitudinal Emoticons	
Action	Appearance
:-Q MEANS smoking while talking ((H)) MEANS big hug 1^o MEANS yawning or snoring `:-) MEANS sweating 1-O MEANS yawn :-@ MEANS screaming :p~ MEANS drooling :-* MEANS kiss :-? MEANS smoking a pipe :#) MEANS drunk	:o) MEANS a big nose (: -) MEANS big face >%-) MEANS cross eyed {: -) MEANS hair parted in the middle &:-) MEANS curly hair 8*) MEANS glasses and a half mustache :-)) MEANS double chin (or really happy) :-}) MEANS handlebar mustache B-) MEANS wearing glasses :-{ } MEANS wearing lipstick :%)% MEANS a face with acnes :-~) MEANS got a flowing or running nose (- : MEANS Left handed

(2) Pictorial Emoticons
=:-H MEANS football player *< :-) MEANS Santa Claus *<<<<+ MEANS Christmas tree +:-) MEANS doctor or priest C=:-) MEANS chef = :-) MEANS punk 8(:-) MEANS Mickey Mouse }}i{ MEANS butterfly ><> MEANS fish 8) MEANS frog :√ MEANS duck :8) MEANS pig 3:-o MEANS cow +<:-) MEANS pope *<) :o) MEANS clown :-[MEANS vampire @@@@:-) MEANS Marge Simpson ~(_8^(I) MEANS Homer Simpson @(*0*)@ MEANS koala ()_)_}}~~~ MEANS cigarette]---["'["'["'["'["'["']>----- MEANS ---syringe ...D-- ---glass of champagne >(///)< MEANS candy

All above data are reproduced and modified from: (Amaghlobeli, Natia (2012) Linguistic Features of Typographic Emoticons in SMS Discourse in *Theory and Practice in Language Studies*, Vol. 2, No. 2, pp. 348-354, February 2012

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<<http://ojs.academypublisher.com/index.php/tpls/article/viewFile/tpls0202348354/4260.pdf>/07/02/2016>)

1.1.3. **Symbol:** Arbitrary relationship between the form and the meaning. e.g. most linguistic forms

2. Structuring Principles in Language

2.1. The Principle of **Indexicality**: We can “point” to things in our scope of attention with our language.

2.1.1. ego-centric view of the world (e.g. the deictic expressions such as here, there, now, pronoun)

2.1.2. anthropocentric perspective of the world

Consider the following examples:

a. *who, whose, whom* vs. *which*

b. *the man’s coat* and *the coat of the man* but not **the house’s door*

2.2. The Principle of **Iconicity**: We conceive a similarity between a form of language and the thing it stands for in the real world.

2.2.1. The principle of sequential order: the order of the events is the same as the linear arrangement of their expressions in a linguistic structure.

Consider the following examples:

- a. Virginia got married and had a baby.
- b. Virginia had a baby and got married.

2.2.2. The principle of distance: things, which belong together conceptually, tend to be together linguistically. Consider the following examples:

- a. A noisy group *was* hanging around the bar.

A group of noisy students *were* hanging around the bar.

- b. How do you arrange the order of *three, yellow, new, big* before the noun *cars*?

_____ cars

2.3. The principle of **QUANTITY**: we tend to associate more forms with more meaning, and, conversely, less form with less meaning:

- a. That's a looooooong story.

- b. No smoking.

Don't smoke, will you?

Would you mind not smoking here, please?

- c. Repetition strategy (i.e. reduplication) in forming plural forms or showing emphasis.

(1) /bal bal/ "to wet" (Arabic)

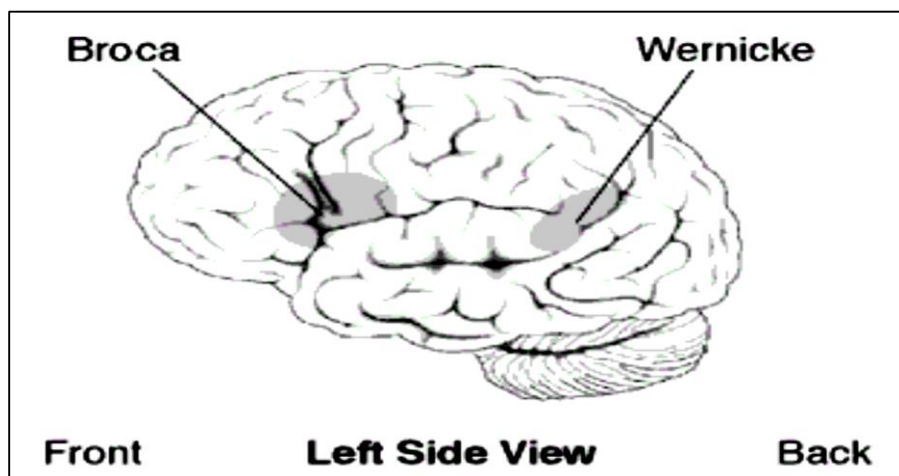
(2) *shaky-shaky* 'earthquake' (in Krio)

(3) *ie* 'house' *ieie* 'houses' (in Japanese)

2.4. The Principle of **symbolicity**: conventional pairing of form and meaning.

Section 7: Language and Brain

Language is a cognitive skill and one therefore whose roots positioned in the evolution of the brain. We do not know exactly when our ancestors began to speak (estimates vary from 30,000 – 100,000 years ago), or even what triggered them to do so, but once they started, there was no stopping them. From such humble beginnings, the 5,000 – 6,000 languages we assume to exist today have evolved. Research mainly on **language aphasia** has been able to show that there are two major areas of the brain specialized in language processing, production and comprehension: **Broca** and **Wernicke's areas** situated in the left hemisphere and named after the two physicians who first discovered them in the 19th century.



Section 8: Language in Education

Language is central to education. This is according to the following points: (1) Language is the **means** by which we communicate the educational content. (2) Language is an **object** of study. (3) Language is an object of **beliefs** that are important in education. (4) Language is a key element of students' **identities**. (5)

Language poses potential **problems** in education, largely because of the beliefs we have about it. (6) And language is a valuable **resource** for those who know how to make use of it.

Language is a *means of education* in that it is the primary medium of communication between students and teachers and between students and textbooks.

Language is an *object of education* because it is the material out of which, we weave texts, and because language itself is the object of study in writing and speaking courses. We focus on language as we learn to edit our essays and speeches. We develop our vocabularies and learn the meanings, uses, and conventional spellings of words. We learn to control the genres required for various disciplines and the specific characteristics expected in those genres, for example, personal essays, academic papers of various sorts, business letters, reports, and magazine articles.

Language is also an object of study as far as we develop our skills in using it to communicate, to acquire knowledge from lectures and books, to integrate new information with old, to replace false beliefs with new true ones, and to increase or decrease our estimates of the likelihood that some belief we hold is true.

It is important to note here that students who are learning English as a second or foreign language labor under a double burden, because English is simultaneously both the means and an object of their education.

(**Source:** Introduction to the Linguistic Study of Language, by Delahunty and Garvey, p. 7)

Section 9: Linguistics = Thinking about Language

Linguistics

Linguistics is the (scientific) study of (human) language (Crystal: 1992).

Linguistics is conducted along two axes: *Theoretical* vs. *Applied*: *Theoretical* (or *General*) *Linguistics* is concerned with frameworks for describing individual languages and theories about universal aspects of language; *applied linguistics* applies these theories to practical problems such as language teaching, speech synthesis, or speech therapy. A **linguist** is someone who engages in this study. The linguist is someone who studies linguistics rather than someone who speaks several languages.

History of Linguistics (schools)

Linguists bind up the history of linguistics is with various theories that they have proposed in the attempt at explaining the nature of the human language faculty. They grouped these theories into three broad categories that correspond roughly to historical epochs.

Theoretical orientation	Historical period
0) non-theoretical studies	before the 19th century
1) Historical linguistics	19th century
2) Structuralism	first half of 20th century
3) Generative grammar	second half of 20th century

There is a distinction between general and descriptive linguistics, the former being about concepts and the latter about investigating and describing languages.

Theoretical linguistics develops models of language competence while applied linguistics deals with the uses to which linguistics put in practical affairs such as language teaching.

Linguists divide all languages into levels that are the divisions made according to the status of elements — sounds (phonology), words (morphology), sentences (syntax). In addition, one has the level of meaning (semantics) and language use (pragmatics).

Areas of linguistics are concerned with the approach and scope of a linguistic study. This can for example concern social uses of language (sociolinguistics), the process of learning language (language acquisition), and historical processes (language change).

Various linguistic theories have been developed over the past two centuries. Three main schools can be recognized: Neogrammarianism (late 19th century), structuralism (first half of 20th century), generative grammar (second half of 20th century).

Development of Linguistics

The most important points to consider in the development of Linguistics are briefly as follows:

- (1) 1786 - William Jones demonstrated that Sanskrit had similarities with Greek, Celtic, Latin, Germanic and Persian $\Rightarrow$ Comparative linguistics – Indo-European
- (2) 1822 - Grimm's law of sound changes
- (3) 1892 - Frege's triangle (real object, concept, symbol; reference and sense)
- (4) 1916 - Saussure's Cours de linguistique générale $\Rightarrow$ Structuralism
- (5) 1933 – Bloomfield's (Introduction to the study of) Language $\Rightarrow$ Immediate constituency analysis
- (6) 1957 – Chomsky's Syntactic Structures $\Rightarrow$ Generative –transformational grammar
- (7) 1963 – Roman Jakobson's Essais de linguistique générale $\Rightarrow$ Language functions (see section of Language Functions below)
- (8) 1960's – Austin and Searle's Speech Act Theory $\Rightarrow$ Pragmatics
- (9) 1976 – Halliday's System and function in language $\Rightarrow$ Systemic functional grammar

Sub-Disciplines of Linguistics

- (1) *Microlinguistics*: phonology, morphology, lexicography, semantics, syntax, text analysis.
- (2) *Macrolinguistics*: pragmatics, sociolinguistics, psycholinguistics, etc.
- (3) *Applied linguistics*: lexicography, translation studies, error analysis, computer linguistics.

Section 10: Language and Linguistics

The goal of *linguistics* is to provide valid analyses of **language** structure.

Linguistic theory is concerned with establishing a coherent set of independent principles to explain phenomena in language. There are no *primitive* languages. Each language is adapted for the community which speaks it, be this industrialised or not.

Onomatopoeia is not a major principle in language although symbols (icons) may be present on a more abstract level. There is no such thing as correct language in any absolute sense. Language is neutral and should not be the object of value judgements. Lay people tend to confuse language and attitudes to those who use language.

Written language is secondary and derived from spoken language. Despite its status in western societies, written language is only of marginal interest to the linguist.

Linguistics is a science although the evidence for assumptions about the structure of language is never direct. Linguists are more concerned with designing valid and general models of linguistic structure rather with than searching for proof in any strictly empirical sense.

Language consists largely of rules that determine its use. There are, however, many exceptions. Native speakers can deal with a large amount of irregularity that is stored in the mental lexicon.

Knowledge of language refers to many abstract structures such as those of sentence types or systematic units such as phonemes or morphemes. Language would appear to be modularly in order, i.e. to consist of a set of subsystems labelled 'levels of language', such as phonology, morphology or syntax.

Most knowledge about language is unconscious and humans cannot access it directly. The task of the linguist is often to demonstrate the existence of this unconscious knowledge and to suggest methods of describing it.

(**Source:** Raymond Hickey the Neat Summary of Linguistics p. 3)

Section 11: Elementary Morphology and Syntax

The first course, ***Introduction to Language 1, a simplified course-book***, covered areas like elementary phonetics and phonology, where you have studied the production of the sounds of language in the human vocal organs such as lungs, larynx, oral cavity, nasal cavity, and the sounds systematic organization of the sounds in particular languages like English and Arabic. This course, ***Introduction to Language 2, a simplified course-book*** is going to cover areas like elementary Morphology and Syntax (where you are going to study elementary Morphology and Syntax that have to do with how these sounds combine to form words (Morphology) and sentences (Syntax).)

Morphology

Morphology is the study of the structure of words, including the rules of word formation. It comes from a Greek word meaning 'shape' or 'form' and is used in

linguistics to denote the study of words, both with regard to their internal structure and their combination or formation to form new or larger units.

Morphology can further be divided into **inflectional** (concerned with the endings put on words) and **derivational** (involves the formation of new words).

Affixation is the process of attaching an inflection or, more generally, a bound morpheme to a word. This can occur at the beginning or end and occasionally in the middle of a word form.

Linguists classify morphemes according to whether they are **bound** or **free** and furthermore lexical or grammatical.

Word formation processes can be either productive or non-productive. There are different types of word-formation such as coinage, compounding, (conversion), back formation, blending and clipping.

For any language, the distinction between native and foreign elements in the **lexicon** is important.

Root is a morpheme from a lexical class, typically V, N, A, which build a lexical word (by adding affixes) as in *sing* in *sing-er*.

Stem is a morphological constituent larger than the root and smaller than the word.

Word is the smallest unit of grammar that can stand alone, for example, **tree** is a word, **tree-s** is a word, and **-s** is not a word.

Derivational affixes are inside of the stem, and inflectional affixes attach to the stem.

Root: sing

Stem: singer

Word: singers

Words

Words are units of meaning. There are two types of words: (1) **Lexical Content**

Words: They constitute the major word classes. Their membership is open.

Open-class words (nouns, adjectives, verbs, and adverbs). We can add new words (e.g., download as a verb); and (2) **Function or Grammatical Words:** They have some syntactic function. They are closed-class words (articles, prepositions, conjunctions, pronouns).

“**A Word**” as defined by the electronic easy-lingoes dictionary is a unit of language that native speakers can identify. It is a term in common everyday use but one that linguists cannot easily define. “Is **isn’t**,” for example, one word or two,” and, “how about *mother-in-law*?” It denotes one concept but is formed out of three recognizable ‘words’: *mother*, *in* and *law*. Linguists therefore prefer other terms, referring to **morphs**, **morphemes** and **lexemes** when talking about ‘words’.

Morphemes

A **Morpheme** is the smallest unit of meaning that we cannot further analyze into simpler elements (e.g., cat, happy, un+ [unhappy]).

a- One morpheme: boy, desire.

b- Two morphemes: boyish, desirable.

c- Three morphemes: boyishness, desirability

d- Four morphemes: gentlemanliness, undesirability

e- More than four: ungentlemanliness

Morphemes can be free or bound:

Free Morphemes can stand-alone; they can exist on their own. They do not need other morphemes to attach it (e.g., free, cat, small).

Bound Morphemes are the morphemes joined to other morphemes. They are parts of words; never words by themselves (e.g., -less, -ness, un-).

Bound morphemes can be:

- a. **Prefixes:** they occur before stem morphemes (e.g., un-, in-, re-)
- b. **Suffixes:** they occur after stem morphemes (e.g., -less, -dom, -ness, -ify)
- c. **Infixes:** they occur in the middle of stems ("-bloody-" in "in-bloody-credible")
- d. **Circumfixes:** they occur around stems ("en- -en" in "enlighten")

Morphemes can be:

Inflectional morphemes:

Inflectional Morphemes (IM) are bound morphemes that never change the syntactic category of the words to which they attach. They usually function as

grammatical markers of tense, number, gender, case, and so forth. In English, they can be ONLY suffixes:

1. -s third person singular present e.g., She cleans her room weekly.
2. -ed past tense e.g., She cleaned her room yesterday.
3. -ing progressive e.g., She is cleaning her room now.
4. -en past participle e.g., She has broken the window.
5. -s plural e.g., She cleaned all the rooms in the house.
6. -'s possessive e.g., She cleaned her brother's room.
7. -er comparative e.g., Her room is cleaner than her brother's.
8. -est superlative e.g., Her father's room is the cleanest.

Based on the above inflectional morphemes, we will have the term “**Inflection**” that refers to the formation of grammatical variants of a word as in book, book-s, and sing, sing-s.

Derivational Morphemes:

Derivational Morphemes (DM) may change the syntactic category and/or the meaning of the word (e.g., -ish "boyish"). (p. 78).

Word Formation Processes:

1. **Derivation** is the formation of new words by adding affixes as in sing-er.
2. **Coinage**: The construction and addition of new words into the language. They become the generic names though originally product names (e.g., Kleenex, Xerox, and Vaseline).

3. **Compounds** are two or more free morphemes combined together to form new words (e.g., bittersweet, headstrong, carryall, poorhouse, pickpocket, highborn, sleepwalk)
4. **Back-Formation:** A new word that enters the lang. because of an incorrect morphological analysis (peddle from peddler, assuming that the -er is the agentive suffix.) (swindle, edit from editor, swindler [cheater], and stoker [one who starts a fire])
5. **Abbreviations** (clipping): prof. for professor, telly for TV, bike, phone, math, ad
6. **Words from Names:** Sandwich, Jumbo (elephant).
7. **Blends:** Two words combined after deleting some parts. (e.g., smog= smoke and fog) (Motel= motor + hotel).
8. **Acronyms:** Words that are derived from the initials of several words (e.g., AIDS: Acquired Immune Deficiency Syndrome) (e.g., NFL: National Football League).

Syntax

Syntax refers to the possible arrangements of words in a language. It refers to the rules of sentence formation; the basic unit is the sentence that minimally consists of a main clause (containing at least a subject and verb). It is the component of the mental grammar, which represents speakers' knowledge of the structure of phrases and sentences. The grammars of all languages include rules of syntax that reflect speakers' knowledge of these facts. Sentences are not random strings of words. To be a sentence, words must conform to specific patterns determined by the syntactic

rules of the language.

Universal Grammar (UG) represents an attempt to specify what structural elements are present in all languages that is to say, what is the common core, and to derive means for describing these adequately. Language would appear to be organized modularly. Thus, syntax is independent of phonology for instance, though there is an interface between these two levels of language.

Syntax, together with **inflectional morphology**, belongs to what grammarians call in the traditional terminology the “**grammar of a language.**” People have many associations with that term and not all of them are necessarily positive. For instance, some people believe that certain uses of language are examples of “**bad grammar**”, that everyday spoken language and youth slang “**lack grammar**” or that the grammar of their native language is failing.

All those opinions of people are based on a **normative**, or **prescriptive**, attitude towards grammar, while **linguists** approach grammar, just like any other aspect of language, **descriptively**, in the same way that a biologist approaches an organism or a physician looks at molecules.

Word Order

(1) *The dog bit the man.*

(2) *The man bit the dog.*

Changing word order in (1) and (2) changes the meaning of the sentence.

(3) *I gave him the book.*

(4) *I gave the book to him.*

Changing word order in (3) and (4) does not change the meaning of the sentence.

Definition of a Sentence

Traditionally, a **sentence** is any utterance or sequence of words, which is regarded as capable of standing alone to express a coherent thought as in “I am a college-student.”

Sentence Structure

Sentences are not simply chains of words, but have an internal, mostly hierarchical structure. This **grammatical hierarchy** can be the one illustrated by the following list of the categories used for the analysis of sentence structure:

1. **sentences** contain one or several
2. **clauses** contain one or several
3. **phrases** contain one or several
4. words from different **word classes**

Word classes: Analysis of Sentence Structure

The starting-point of the **analysis of sentence structure** is the classification of words into **word classes** or, more traditionally, parts of speech. A basic division is made between lexical and grammatical (or functional) word classes; to the former

belong nouns, verbs, adjectives and adverbs, to the latter the classes of determiners, pronouns, prepositions, and conjunctions.

While speakers come up with new lexical words quite frequently, i.e. these constitute a rather open set; function words usually form a closed system. Although word class definitions have traditionally based on semantic criteria, it is much safer to define a word class based on structural, i.e. morphological and syntactic, criteria.

Syntactic Categories

A family of expressions that can substitute for one another without loss of grammaticality is called a **syntactic category**.

Noun Phrases (NPs)

Noun Phrases (NPs) may function as the subject or as various objects in a sentence. It always contains some form of a noun (common nouns like boy, proper nouns like John, or pronouns like he). Examples: the child, a police officer, and so on thus, an NP can consist of one word (he, John) or more words (the child, a police officer) NP can even include a verbal complex as shown by:

Romeo who was a Montague loved Juliet who was a Capulet.

Romeo who was a Montague is the NP subject, and Juliet who was a Capulet is the NP object of this sentence.

Consider (a) to (i) below, which item contains a Noun Phrase (NP)?

- (a) a bird
- (b) the red banjo
- (c) have a nice day
- (d) with a balloon
- (e) the woman who was laughing
- (f) it
- (g) John
- (h) went
- (i) that the earth is round

Try inserting each expression above into the contexts: "Who discovered _____?"

_____ was seen by everyone."

Only those sentences in which NPs inserted are grammatical, because only NPs can function as subjects and objects.

Verb Phrases (VPs)

Verb Phrases (VPs) always contain a Verb (V), which may be followed by other categories, such as a Noun Phrase or Prepositional Phrase (PP). The Verb Phrases are those that can complete the sentence "The child_____."

Examples:

- (a) *The child saw a clown*
- (b) **The child a bird*
- (c) *The child slept*
- (d) **The child smart*
- (e) *The child is smart*
- (f) *The child found the cake*
- (g) *The child realized that the earth was round.*

Other syntactic categories are Sentence (S), Determiner (Det./D), Adjective (Adj./A), Noun (N), Pronoun (Pro), Preposition (P), Prepositional Phrase (PP), Adverb (Adv.), Auxiliary Verb (Aux), and Verb (V).

Generative Grammar

Generative Grammar (see below) is a formally explicit grammar, which defines the set of grammatical sentences in a language; the term has been introduced by Chomsky in this sense, and is more generally used for the grammar(s) developed by Chomsky and the research community around him.

In Generative Grammar, the **sentence** is the largest constituent that is capable of syntactic characterization. Observe the following phrase structure rules:

$S \rightarrow NP VP$

$VP \rightarrow V NP$

$NP \rightarrow \text{John, Mary}$

$V \rightarrow \text{likes}$

Generates:

John likes Mary

Mary likes John

We can read the above symbols as follows:

S = Sentence → NP = Noun Phrase + VP = Verb Phrase

VP = Verb Phrase → V = Verb + NP = Noun Phrase

NP = Noun Phrase → N = Noun John, Mary

V = Verb likes

Section 12: Some Differences in English-Arabic Morphology and Syntax

Like English, we study Arabic language from a scientific perspective through Phonology, Morphology, Syntax, Semantics, Sociolinguistics, Discourse Analysis and Pragmatics.

In **Morphology**, there are very few English Arabic cognates and because English and Arabic are not cognate languages, i.e. genetically related. They are considerably different in the classes that are characterized by inflectional affixes. Arabic has inflection in the nouns, adjectives, verbs, pronouns, relative and demonstrative pronouns; English has inflection in all these except adjectives. In Arabic, Inflectional affixes may be prefixes (in verbs), suffixes; in English they are suffixes only. Arabic has three number forms: singular, dual and plural; English has singular and plural. The Arabic equivalent to an English singular countable

noun is singular and to an English plural countable noun is always plural in regular and irregular variable nouns that have both singular and plural forms, e.g.:

Eng. Ar. Eng. Ar.

Boy ولد, boys اولاد

Calf عجل calves عجول

Ox ثور oxen; ثيران

Foot قدم feet; اقدام

Radius قطر radii; اقطار

Larva يرقة larvae; يرقات

Stratum طبقة strata; طبقات

Matrix مصفوفة matrices; مصفوفات

Thesis رسالة theses; رسائل

Criterion معيار criteria; معايير

Plateau هضبة plateaus; هضاب

American امريكي Americans; امريكان

Finn فنلندي Finns; فنلنديون

Englishman انجليزي Englishmen; انجليز

Pakistani, باكستاني Pakistanis; باكستانيون

The order of words is different in English from that of Arabic specifically in that adjectives follow the noun they qualify. Here, speakers will make word order mistakes in written and/or spoken English. Arabic L1S may also include a pronoun that in English it is omitted, like “Where is the pen which I gave *it* to you yesterday?” Finally, because there are few English/Arabic cognates, speakers/learners difficulty is compounded in their comprehension of written and

spoken English and effort to acquire English (retrieved from
(Source: <http://esl.fis.edu/grammar/langdiff/Arabic.htm> 08/02/2015).

There are no modal verbs in Arabic, and often an auxiliary is needed making such mistakes as “Do I must do that?” When speaking English, the indefinite article may be omitted by an Arabic L1, because it does not exist in Arabic, as well as that of genitive constructions.

In Syntax, there are two tenses in Arabic: past and present. There is no future tense corresponding to the time/tense relation for present and past. The future time is rendered by means of the future particles (س) and (سوف ، سوف سيذهب) (يذهب ، يذهب سوف ، سوف سيذهب). What are they? In addition, Arabic has no verb tense “to be” in the present tense and no auxiliary “do”. Furthermore, there is a single present tense in Arabic, as compared to English, which has the simple and continuous forms. These differences result in errors such as “*She good teacher!*”, “*When you come to Germany?*”, “*I flying to Egypt tomorrow.*” or “*Where he going?*”

The word order of Arabic is Verb, Subject, Object (VSO), but that of English is Subject, Verb, and Object (SVO). Moreover, Arabic uses punctuation much more loosely than English does.

Arabic makes gender distinctions in nouns, adjectives, verbs, pronouns, relative pronouns and demonstratives. There are two genders: masculine and feminine. Persons, things and animals may be masculine or feminine. The Arabic gender system is not logical or physical except in persons and animals. Male persons are masculine, female persons are feminine. Things may be masculine or feminine. The connection between the biological category 'sex' and the grammatical category

'gender' is not always very close. Arabic nouns have inherent gender with important grammatical consequences. This system of classification results in two large classes of masculine and feminine.

Section 12: Functions of Language

According to Roman Jakobson (1960), language must serve the following six (6) functions (Wardhaugh: 1993):

- (1) “Cognitive” or ‘referential’ to convey messages and information;
- (2) “Conative” to persuade and influence others through commands and entreaties;
- (3) “Emotive” to express attitudes, feelings and emotions;
- (4) “Phatic” to establish communion with others;
- (5) “Meta-lingual” to clear up difficulties about intentions, words and meanings; and “poetic” to indulge in language for its own sake.

Another classification, proposed by Michael Halliday (1973), refers to the following seven (7) different categories (Wardhaugh: 1993):

- (1) “Instrumental” refers to the fact that language allows speakers to get things done and happen through the use of words alone;
- (2) “Regulatory” refers to language used in an attempt to control events once they happen;

- (3) “Representational” refers to the use of language to communicate knowledge about the world, to report events, to make statements, to give accounts, to explain relationships, to relay messages, and so on;
- (4) “Interactional” refers to language used to ensure social maintenance. (Phatic communication is part of it, those small ‘meaningless’ exchanges which indicate that a channel of communication is open should it be needed).
- (5) “Personal” refers to language used to express the individual’s personality;
- (6) “Heuristic” refers to language used in order to acquire knowledge and understanding of the world; and
- (7) “Imaginative” refers to language used to create imaginary systems, whether these are literary works, philosophical systems or utopian visions, or daydreams and idle musings.

Dell Hymes (1974) has proposed the acronym “**SPEAKING**” to cover all factors to describe the use of language (Wardhaugh: 1993):

- (1)(S) “Setting and scene”: Setting refers to the concrete physical circumstances in which speech takes places. Scene refers to the psychological and cultural circumstances;
- (2)(P) “participants” refer to speakers and listeners, addressors and addressees or senders and receivers;
- (3)(E) “ends” refer to the recognized and expected outcomes of an exchange as well as the goals that participants seek to accomplish through that exchange;
- (4)(A) “act sequences” refers to the actual language forms that are used, how these are used and the relationship of what is said to the actual topic at hand;
- (5)(K) “key” refers to the tone, manner or spirit in which a particular message is conveyed;

- (6)(I) “instrumentalities” refer to the choice of channel one makes. Is it oral or written, a language or a dialect, a code or a register and so on?
- (7)(N) “norms of interaction and interpretation” refer to the specific behaviors and proprieties that attach to speaking and how these are viewed by someone who does not share them; and
- (8)(G) “Genres” refers to what we must recognize in certain kinds of exchange (novels, poems, riddles, jokes, editorials, wills, etc.).

Section 14: Child Language Acquisition (CLA): A Developmental Process

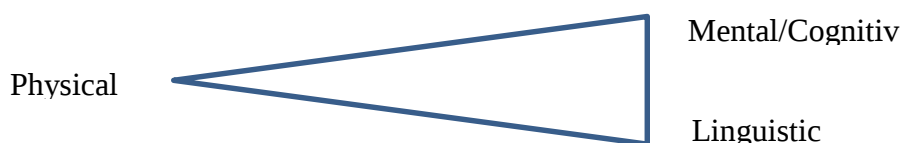
There are essentially two approaches to account for the acquisition of Language. The first approach assumes that language is learned like other behaviors. The second approach assumes that language is innate and that no real learning situations is there or even necessary.

All the theories accept that language is a developmental process in the sense that there is a progressive emergence or learning of the structures of language. This progressive emergence or the learning is intimately linked with the progressive emergence of cognitive and physical stabilization, learning and maturity. This progressive emergence or the learning of structures that takes place in the cognitive, physical and linguistic places in isolation is viewed.

The independent status of linguistic maturation may not be appreciated. A molecular approach alone brings out the totality and the significance of the processes involved in making the child a separate physical, social and psychological entity in his own right. Lenneberg (1966) gives the correlation that

exists between the physical mental/cognitive and linguistic maturational milestones illustrated in the figure below:

Milestones:



Berry (1969) gives a description of the progressive emergence of Language in children from the first month to the third year. He also gives a developmental schedule of non-verbal adaptive behavior from the first week to the 16th month.

First Month

According to Berry (1969), the *one-month* old child responds to the tactile stimulation, responds to light and sound and responds to voices specially his mother's voice. He shows reflex smiling. The cries contain some segmental units with changes in pitch. He/she is aware of his/her own voice.

Second Month

A *two-month* old child shows definite signs of awareness of his or her voice. He/she responds to speaking voices. In the production side, he/she begins to babble. Some speech sounds (mainly vowels) appear. The child resorts to vocal play.

Third Month

A third-month old child vocalizes emotive meanings represented in his different cries. He responds auditory and visual stimuli in the environment. There are no phonemic sounds/patterns shown at this stage.

Fourth Month

In the fourth month, some non-verbal expressive behavior is more pronounced and acquired. The child turns/looks in the direction of the sound/voice. In the production side, the child continues his babbling. His babbling shows four to five syllables. He is engaged in the production of repetitive syllable chains like ba ba ba, ma ma ma, etc.

Fifth Month

In the fifth month, the child's responses are appropriately connected to the stimuli. The child responds to angry tone by crying and responds to pleasant speech by smiling and laughing. Babbling continues and the child imitates his own noises. He shows greater variety in babbling.

Sixth Month

In the sixth month, an oral communicative chain is established. The child shows emotive responses to stimuli that is appropriately connected. He repeats his own syllables. He imitates/repeats the syllables heard. He is able to direct his utterances

towards objects of interest. He is also able to make appropriate gestures. The child uses intonation patterns in long babbles.

Seventh Month

In the seventh month, the child pays attention to the speech of persons around him and family members. He enjoys imitating sound sequences and intonations. He produces monosyllabic words, which resembles meaningful words. Bisyllabic repetition can be seen such as baba, mama, m@m@m, ... etc.

Eighth Month

In the eighth month, the child begins to alert to all stimuli in the immediate environment. He is able to comprehend and responds to his own name. He comprehends negation. He recognizes words like baba, m@m@m, mama, as meaningful.

Eighth and Ninth Month

Between eighth and ninth month, vowels take shape, they resembles of MT; and a few consonants appear. The stretching of child arms and facial gestures are more meaningful. They accompany his vocalization. Echolalia (consonant imitation of the sounds of the environment) is the chief characteristic during this period. Copying of meaningful intonation patterns continues. The child responds to interrogative utterances, for instance, “Where is ...” by pointing and want to go? ... By showing positive responses.

Ninth and Tenth Months

According to Berry (1969), during the period between ninth and tenth months, holophrastic stages appear. One word utterances used by the child are shown as commands, negation or request. The child comprehends social interaction by showing active response to certain intonations. The child produces attempting to name repeated instances of objects or people. The imitation of intonation patterns continues. In the holophrastic stage or repetitive sounds clearly can be distinguished. His vocabulary fifteen varies from ten to fifteen words.

Eleventh Month

In the eleventh month, the child differentiates between his family and strangers. His vocabulary in this month varies from ten words to fifty words.

Twelfth to Fifteenth Months

In the period from twelfth to fifteenth months, the child understands most linguistic units but does not separate sequences into word units. He recognizes names of many familiar objects, persons and pets. His repertoire consists of fifty words that are more in comprehension. He uses open-ended words. He uses a few for many unrelated things. He differentiates words for things and people and word for actions.

Eighteenth to Twenty-Fourth Months

In the period between eighteenth to twenty-fourth months, the child uses two words to make sentence. The child names and describes objects. The transformations seem to be used. All vowels and consonants are clearly used.

Section 15: Simplified Workbook with Answers

Exercise1: What do the following emoticons (emotional icons) mean?

1^o MEANS yawning or snoring
 `:-) MEANS sweating
 1-O MEANS yawn
 :-@ MEANS screaming
 ><> MEANS fish
 8) MEANS frog
 :v MEANS duck
 :8) MEANS pig
 : o) MEANS a big nose
 (: -) MEANS big face
 >%-) MEANS cross eyed
 :-) MEANS happy, smile
 :-(MEANS sad
 : -D MEANS hearty laughing
 : - { MEANS angry
 0: -) MEANS angel
 >:-> MEANS devil
 @>--;-- MEANS a rose

Exercise 2: Think about how “dog barking” is expressed in the other languages:
 hawhaw in Arabic

Mandarin	German	French	Spanish	Arabic	Herbrew
[wanwan]	[vawvaw]	[wahwah]	[wawwaw]	[hawhaw]	[hawhaw]

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http://en.wikipedia.org/wiki/Arabic_grammar.html 8/3/2014

For samples of British Dialects in recording: <http://www.bbc.co.uk/voices/>

Appendix: Previous Exam Questions Papers

Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: Sunday 13/09/2015	In the name of Allah 2nd Semester-Final-Exam (Regulars) 	Level & Course: 2nd Year English Subject: Introduction to Language 2 Time: 3 hours Total marks: 150 Teacher: Dr. Abdullah M. M. Ali Shaghi
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I. Say whether the following statements are true (T) or false (F): (3 x 10 = 30 marks)

1. Language Universals refers to the components that one sees in all languages. T/F
2. L1S & L2S refers to 1st Language Speaker and 2nd Language Speaker, respectively. T/F
3. The goal of Linguistics is to provide valid analyses of language structure. T/F
4. Microlinguistics, Macrolinguistics and Applied Linguistics are the Disciplines of Linguistics. T/F
5. Stem is a morphological constituent larger than the root and smaller than the word. T/F
6. Affixes which come in front of free morpheme are suffixes, and those which come after are prefixes. T/F
7. SVO is the only Arabic word-order, but the English word-order can have both VSO and SVO. T/F
8. Morphology is the linguistic study that refers to the structures and rules of sentence formation. T/F
9. $S \rightarrow NP VP$ represents one of the Phrase Structure Rules (PSR). T/F
10. Syntax is the linguistic study that refers to the structures and rules of word formation. T/F

II. Use these 5 terms: ((i) Stem, (ii) Microlinguistics, (iii) Applied Linguistics, (iv) Disciplines of Linguistics, (v) Macrolinguistics)) to complete the following statements appropriately. (6 x 5 = 30 marks)

1. _____ refers to phonology, morphology, lexicography, semantics, syntax, text analysis.
2. _____ refers to pragmatics, sociolinguistics, psycholinguistics, etc.
3. _____ refers to Microlinguistics, Macrolinguistics and Applied Linguistics.
4. _____ refers to lexicography, translation studies, error analysis, and computer linguistics.
5. _____ refers to morphological constituent larger than the root and smaller than the word.

III. Define briefly any THREE of the following topics. (3 x 10 = 30 marks)

1. Morphology	4. Stem	7. A Syntactic Category
2. Language Universals	5. Syntax	8. L1S and L2S
3. Compounds	6. PSR or NPs or VPs	9. Introduction to Language 2

IV. Write short notes with examples on any TWO of the following topics: (2 x 15 = 30 marks)

1. On the Origins of Language	4. Why do people study language?	7. Sentence Structure
2. Morphemes or Inflectional Morphemes	5. Linguistic Knowledge	8. NPs or VPs
3. Generative Grammar or Words	6. Universal Grammar	9. Language and Brain

V. Write an essay on any ONE of the following topics. (1 x 30 = 30 marks)

1. Language Universals	2. Morphology or Syntax
3. Linguistics (Thinking about Language)	4. Some Differences in English-Arabic Morphology & Syntax
5. Language and Linguistics	6. Language in Education or Introduction to Language 2

©  Best wishes & Good luck!  ©

Lecturer & Examiner: Dr. Abdullah Shaghi, 2nd YE, Introduction to Language 2, Final-Exam (Regulars), Sunday 13/09/2015

Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: 13/10/2015	In the name of Allah 2nd Semester-Final-Exam (Repeaters) 	Level & Course: 2nd Year English Subject: Introduction to Language 2 Time: 3 hours Total marks: 150 Teacher: Dr. Abdullah M. M. Ali Shaghi
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I. Say whether the following statements are true (T) or false (F): (3 x 10 = 30 marks)

1. The course provides an introduction to the scientific study of language, concentrating on English T/F
2. 1st Language Speaker and 2nd Language Speaker are abbreviated as L1S & L2S, respectively. T/F
3. The goal of Linguistics is to provide valid analyses of language structure. T/F
4. Root refers to a morpheme from a lexical class: V, N, A, from which a lexical word is built. T/F
5. Stem is a morphological constituent larger than the root and smaller than the word. T/F
6. Affixes which come in front of free morphemes are prefixes, and those which come after are suffixes. T/F
7. Morphology is the linguistic study that refers to the structures and rules of word formation. T/F
8. Syntax is the linguistic study that refers to the structures and rules of sentence formation. T/F
9. $S \rightarrow NP VP$ represents one of the Phrase Structure Rules (PSR). T/F
10. Microlinguistics, Macrolinguistics and Applied Linguistics are the Disciplines of Linguistics. T/F

II. Use these 5 terms: ((i) Stem, (ii) Word, (iii) Suffixes, (iv) Prefixes, and (v) Root) to complete the following statements appropriately. (6 x 5 = 30 marks)

1. _____ refers to the smallest unit of grammar which can stand alone, for example, tree.
2. _____ refers to affixes which come after free morphemes.
3. _____ refers to affixes which come in front of free morphemes.
4. _____ refers to a morpheme from a lexical class: V, N, A, from which a lexical word is built.
5. _____ refers to morphological constituent larger than the root and smaller than the word.

III. Define briefly any THREE of the following topics. (3 x 15 = 45 marks)

1. Introduction to Language 2	6. Syntactic Categories
2. Prefixes	7. Morphology
3. Root	8. Stem
4. Morpheme	9. Syntax
5. Affixes	10. Disciplines of Linguistics

IV. Write short notes with examples on any THREE of the following topics: (3 x 15 = 45 marks)

1. On the Origins of Language	6. Why do people study language?
2. Morphemes	7. Linguistic Knowledge
3. Words	8. NPs
4. Sentence Structure	9. Language and Brain
5. VPs	10. Inflectional Morphemes

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Lecturer & Examiner: Dr. Abdullah Shaghi, 2nd YE, Introduction to Language 2, Final-Exam (Repeaters), 13/10/2015

Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: Sunday 08/06/2014	In the name of Allah Final-Exam (Regulars) 	Level & Course: 2nd Year English Subject: Introduction to Language II Time: 3 hours Total marks: 150 Teacher: Dr. Abdullah Shaghi
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I. Say whether the following statements are true (T) or false (F): (3 x 10 = 30 marks)

1. The course introduces the scientific study of language, especially English and Arabic. T/F
2. Language Universals refers to the components that one sees in all languages. T/F
3. Syntax is the linguistic study that refers to the structures and rules of word formation. T/F
4. The -en past participle as in 'spoken' is one of the inflectional morphemes. T/F
5. Artificial Intelligence refers to how to make computers more sophisticated. T/F
6. Morphology refers to the rules of sentence formation. T/F
7. The word order of Arabic is (SVO), but that of English is (VSO). T/F
8. Morphology is the linguistic study that refers to the structures and rules of sentence formation. T/F
9. VP → V (NP) (PP) (ADV) represents one of Phrase Structure Rules. T/F
10. Chomsky's Syntactic Structures is one of the points to consider in the development of Linguistics. T/F

II. Use these 5 terms: ((i) Competence vs. Performance, (ii) Halliday's System and function in language, (iii) Applied Linguistics, (iv) Descriptive vs. Prescriptive, (v) General Linguistics)) to complete the following statements appropriately. (6 x 5 = 30 marks)

1. _____ refers to how language is vs. how language should be.
2. _____ refers to the study of systemic properties of natural language.
3. _____ refers one of the points to consider in the development of Linguistics.
4. _____ refers to how to learn and to teach different languages.
5. _____ refers to what we know vs. the actual use of language.

III. Define briefly any three of the following topics. (3 x 10 = 30 marks)

1. Linguistic knowledge	4. A Stem Morpheme	7. Syntactic Categories
2. Language Universals	5. Abbreviations (clipping)	8. Verb Phrases (VPs)
3. A Root Morpheme	6. Linguistics	9. Noun Phrases (NPs)

IV. Write short notes with examples on any two of the following topics: (2 x 15 = 30 marks)

1. Morphemes	4. Introduction to Language II	7. Sentence Structure
2. Word classes	5. Phrase Structure Rules	8. Verb Phrases (VPs)
3. Prepositional Phrases (PP)	6. Language and Brain	9. Why do people study language?

V. Write an essay on any one of the following topics. (1 x 30 = 30 marks)

1. Summary of Introduction to Language II	2. Morphology
3. Syntax	4. Some Differences of English-Arabic Morphology & Syntax
5. Language and Linguistics	6. Inflectional Morphemes vs. Derivational Morphemes

☺ 🍀 Best wishes & Good luck! 🍀 ☺

Teacher & Examiner: Dr. Abdullah Shaghi, 2nd YE, Introduction to Language II, Final-Exam (Regulars), Sunday 08/06/2014

Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: Sunday 08/06/2014	In the name of Allah Final-Exam (Regulars) 	Level & Course: 2nd Year English Subject: Introduction to Language II Time: 3 hours Total marks: 150 Teacher: Dr. Abdullah Shaghi
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I. Say whether the following statements are true (T) or false (F): (3 x 10 = 30 marks)

1. The course introduces the scientific study of language, especially English and Arabic. T/F
2. Language Universals refers to the components that one sees in all languages. T/F
3. Syntax is the linguistic study that refers to the structures and rules of word formation. T/F
4. The -en past participle as in 'spoken' is one of the inflectional morphemes. T/F
5. Artificial Intelligence refers to how to make computers more sophisticated. T/F
6. Morphology refers to the rules of sentence formation. T/F
7. The word order of Arabic is (SVO), but that of English is (VSO). T/F
8. Morphology is the linguistic study that refers to the structures and rules of sentence formation. T/F
9. VP → V (NP) (PP) (ADV) represents one of Phrase Structure Rules. T/F
10. Chomsky's Syntactic Structures is one of the points to consider in the development of Linguistics. T/F

II. Use these 5 terms: ((i) Competence vs. Performance, (ii) Halliday's System and function in language, (iii) Applied Linguistics, (iv) Descriptive vs. Prescriptive, (v) General Linguistics)) to complete the following statements appropriately. (6 x 5 = 30 marks)

1. _____ refers to how language is vs. how language should be.
2. _____ refers to the study of systemic properties of natural language.
3. _____ refers one of the points to consider in the development of Linguistics.
4. _____ refers to how to learn and to teach different languages.
5. _____ refers to what we know vs. the actual use of language.

III. Define briefly any three of the following topics. (3 x 10 = 30 marks)

1. Linguistic knowledge	4. A Stem Morpheme	7. Syntactic Categories
2. Language Universals	5. Abbreviations (clipping)	8. Verb Phrases (VPs)
3. A Root Morpheme	6. Linguistics	9. Noun Phrases (NPs)

IV. Write short notes with examples on any two of the following topics: (2 x 15 = 30 marks)

1. Morphemes	4. Introduction to Language II	7. Sentence Structure
2. Word classes	5. Phrase Structure Rules	8. Verb Phrases (VPs)
3. Prepositional Phrases (PP)	6. Language and Brain	9. Why do people study language?

V. Write an essay on any one of the following topics. (1 x 30 = 30 marks)

1. Summary of Introduction to Language II	2. Morphology
3. Syntax	4. Some Differences of English-Arabic Morphology & Syntax
5. Language and Linguistics	6. Inflectional Morphemes vs. Derivational Morphemes

☺ 🍀 Best wishes & Good luck! 🍀 ☺

Teacher & Examiner: Dr. Abdullah Shaghi, 2nd YE, Introduction to Language II, Final-Exam (Regulars), Sunday 08/06/2014

Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: Monday 19/05/2014	In the name of Allah Final-Exam (Repeaters) 	Level & Course: 2nd Year English Subject: Introduction to Language II Time: 3 hours Total marks: 150 Teacher: Dr. Abdullah Shaghi
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I. Say whether the following statements are true (T) or false (F): (4 x 10 = 40 marks)

1. The course provides an introduction to the scientific study of language, concentrating on English. T/F
2. The course examines English words (morphology), sentences (syntax) and meanings (semantics). T/F
3. Lexicography is the art of making dictionaries. T/F
4. Affixes which come in front of a free morpheme are suffixes, and those which come after are prefixes. T//F
5. Two examples of two morphemes can be represented in *speaker* and *reader*. T/F
6. Syntax refers to the rules of sentence formation. T/F
7. The word order of English is (SVO). T/F
8. Morphology refers to the rules of word formation. T/F
9. The word order of Arabic is (VSO). T/F
10. NP → (D) (A) N (PP) represents the Noun Phrase as one of Phrase Structure Rules. T/F

II. Use these 5 terms: (i) A Stem Morpheme, (ii) Syntax, (iii) A Morpheme, (iv) Morphology, and (v) A Root Morpheme to complete the following statements appropriately. (6 x 5 = 30 marks)

1. _____ is the one that has the principal meaning of the word.
2. _____ is the smallest unit of meaning that cannot be further analyzed into simpler elements.
3. _____ refers to the rules of word formation.
4. _____ refers to the rules of sentence formation.
5. _____ is the root morpheme that other morphemes can be added to.

III. Define briefly any four of the following topics. (4 x 10 = 40 marks)

1. Introduction to Language II	5. Compounds
2. Lexicography	6. Morphology
3. A Stem Morpheme	7. A Root Morpheme
4. A Morpheme	8. Syntax

IV. Write short notes with examples on any four of the following topics: (4 x 10 = 40 marks)

1. Description of the Course Introduction to Language II	5. Word-order
2. Why do people study language?	6. Borrowing
3. Inflectional Morphemes	7. Morphemes
4. Linguistic knowledge	8. Derivation

©  Best wishes & Good luck!  ©

Teacher & Examiner: Dr. Abdullah Shaghi, 2nd YE, Introduction to Language II, Final-Exam (Repeaters), Monday 19/05/2014

Republic of Yemen
Hodaidah University
Zabid College of Education
Department of English
Date: /06/2011

In the name of Allah
Final exam (Repeaters)



Level & Course: II Year English
Subject: Introduction to language II
Time: 2 hours
Total marks: 150
Teacher: Dr. Abdullah Shaghi

ANSWER ALL QUESTIONS (FROM I-V) IN IN YOUR ANSWER BOOK

I. Say whether the following statements are true (T) or false (F); the first has been done for you.

(3 x 10 = 30 marks)

- | | |
|--|-------|
| 1. Parole changes, but langue doesn't. | (T) |
| 2. The syntagmatic relation exists on a horizontal plane. | () |
| 3. The relation between signifier and signified is arbitrary. | () |
| 4. Langue changes, but parole doesn't. | () |
| 5. Diachronic studies do not take the historical evolution of language into account. | () |
| 6. Structure is an ordered construct, containing many parts within it. | () |
| 7. It is necessary to distinguish between langue and parole. | () |
| 8. Sign is made up of signifier and signified taken together. | () |
| 9. Synchronic studies take the historical evolution of language into account. | () |
| 10. The linguistic Indian tradition began with Plato and Aristotle. | () |
| 11. The linguistic Greek and Roman traditions began with Panini and Patanjali. | () |

II. Use these 5 terms: (paradigmatic, Langue, Synchronic, Parole, Sign) to complete the following statements appropriately.

(6 x 5 = 30 marks)

- _____ is individual.
- _____ is social.
- _____ and symbol can be distinguished.
- _____ relationship is between elements in a class.
- _____ and Diachronic approaches can be distinguished.

III. Define briefly any three of the following topics .

(6 x 5 = 30 marks)

- | | |
|-------------------|---------------------|
| 1. Performance | 2. Langue |
| 3. Parole | 4. Competence |
| 5. Neogrammarians | 6. Panini's grammar |

IV. Write short notes with examples on any two of the following topics.

(6 x 5 = 30 marks)

- Structure and System
- Substance and form
- Signifier and signified
- Feature's of Panini's Grammar

V. Write an essay on any one of the following topics.

(6 x 5 = 30 marks)

- Synchronic and diachronic studies
- Langue vs. parole
- Linguistics in the 20th century
- Competence vs. performance

Best wishes & good luck!
Teacher & Examiner: Dr. Abdullah Shaghi

Republic of Yemen
Hodaidah University
Zabid College of Education
Department of English
Date: /06/2011

In the name of Allah
Final exam (Regular)



Level & Course: II Year English
Subject: Introduction to language II
Time: 2 hours
Total marks: 150
Teacher: Dr. Abdullah Shaghi

ANSWER ALL QUESTIONS (FROM I-V) IN IN YOUR ANSWER BOOK

I. Say whether the following statements are true (T) or false (F); the first has been done for you.

(3 x 10 = 30 marks)

- | | |
|---|-------|
| 1. Langue changes, but Parole doesn't. | (F) |
| 2. The relation between signifier and signified is arbitrary. | () |
| 3. Diachronic studies do not take the historical evolution of language into account. | () |
| 4. Parole changes, but langue doesn't. | () |
| 5. The syntagmatic relationship exists on a horizontal plane. | () |
| 6. System is an ordered construct, containing many parts within it. | () |
| 7. The paradigmatic relationship exists on a vertical plane. | () |
| 8. Symbol is made up of signifier and signified taken together. | () |
| 9. It is necessary to distinguish between competence and performance. | () |
| 10. Grammarians and phonologists of Sanskrit are such as Plato and Aristotle. | () |
| 11. The older linguistic traditions of Greek and Roman languages began with Panini and Patanjali. | () |

II. Use these 5 terms: (Competence, Syntagmatic, Performance, Parole, langue) to complete the following statements appropriately.

(6 x 5 = 30 marks)

- _____ is abstract.
- _____ is concrete and physical.
- _____ is what a speaker does.
- _____ relationship is between elements in a linear sequence.
- _____ is the native speaker's knowledge of his/her language.

III. Define briefly any three of the following topics .

(6 x 5 = 30 marks)

- | | |
|---------------------------|--------------|
| 1. Structure | 2. Parole |
| 3. Morphophonemic changes | 4. Semiotics |
| 5. The concept of Sandhi | 6. Langue |

IV. Write short notes with examples on any two of the following topics.

(6 x 5 = 30 marks)

- Substance and form
- Signifier and signified
- Sign and Symbol
- Synchronic and diachronic approach

V. Write an essay on any one of the following topics.

(6 x 5 = 30 marks)

- Competence vs. performance
- Langue vs. parole
- Paradigmatic vs. syntagmatic relationships
- Linguistics in the 20th century

Best wishes & good luck!
Teacher & Examiner: Dr. Abdullah Shaghi